TECHNOLOGY ASSISTED PROJECT-BASED INSTRUCTION (TAPBI)

INTRODUCTION

Technology Assisted Project-Based Instruction (TAPBI) is an educational pilot program in which participating schools may employ technology-assisted learning methodologies, such as computer assisted learning systems, virtual classrooms, virtual tutoring, electronic field trips, on-line help desks, group chat sessions and noncomputer based activities to address the unique needs and learning styles needed in the information age. Currently, seven traditional public schools and seven charter schools in Arizona are authorized to offer the TAPBI program:

- Deer Valley Unified*
- Lake Havasu Unified
- Marana Unified
- Mesa Unified*
- Peoria Unified
- Tempe Union
- Tucson Unified

*Original sites

- Arizona Connections Academy
- Arizona Distance Learning*
- Arizona Virtual Academy*
- Kids at Hope Academy
- Humanities and Sciences Academy
- Pinnacle Education Virtual High School
- Primavera Online High School

HISTORY AND OVERVIEW

In 1998, the Legislature established the TAPBI pilot program to provide an alternative method of serving the educational needs of pupils in kindergarten and grades one through twelve. Initially, the State Board of Education (SBE) selected four schools to participate in the TAPBI program to serve up to 500 students. Prior to the schools' selection, the SBE and the Joint Legislative Budget Committee (JLBC) reviewed the proposed curriculum of each potential pilot school and evaluated the projected operational costs.

The TAPBI program expanded in FY 2003-2004 to seven traditional public schools and seven charter schools. Additionally, the 500 student enrollment cap was removed but student eligibility was limited to students who were previously enrolled in and attending a public school during the previous school year, except

for kindergarten students with a sibling already enrolled. The TAPBI participants also became subject to the TerraNova and Arizona Instrument to Measure Standards (AIMS) assessments. Pupils who do not comply with the testing requirement are prohibited from participation if their school administers tests to less than 95 percent of students in the program.

In 2005, the Legislature adopted several changes to the TAPBI program requiring: 1) participating schools to reapply to the SBE and the State Board for Charter Schools (SBCS) every five years and 2) at least 80 percent of the participating students to have attended a public school in the previous school year. Additionally, kindergarten pupils are prohibited from participating unless a sibling is in the program and student enrollment in each participating school is prohibited from growing more than 100 percent in any fiscal year. The SBE and the SBCS were directed to develop a uniform reporting format to be used by schools for enrollment and financial data, and the TAPBI schools must submit comparative data that contrasts academic data of TAPBI and non-TAPBI students. Finally, the Auditor General must complete a performance audit of the TAPBI program by November 1, 2007, and the Superintendent of Public Instruction may recommend that the SBE consider and take a formal action regarding the replacement of a school district that is not complying with the requirements of the program.

INSTRUCTIONAL DELIVERY AND CURRICULUM

The 14 school sites were selected to participate in the program based on the depth and breadth of their curriculum choices, the variety of educational methodologies employed and the means of addressing the unique needs and learning styles of targeted student populations. Other factors include the availability of an intranet or private network, filtered research access to the internet, private email and faculty with experience in broadcast television and computer networks. Sites were also evaluated based on their intention to develop community partnerships, offer services

for developmentally disabled populations and the grade levels that will be served.

While the TAPBI programs differ at each school, most pupils either access coursework online "off-site" or physically attend computer-equipped classrooms "on-site" at the school. "Off-site" students can take online courses at their home or at community-based sites with access to online instruction. Student communication generally occurs through email, phone or personal contact. Attendance is recorded through self-reported daily logs (with parental signature) or automated databases that track the various computer-based activities of students as well as mailed assignments and personal contact to establish requisite attendance. Final exams and required standardized tests are held at staffed sites.

The TAPBI schools may use curriculum that are developed "in-house" or purchased from outside curriculum providers. The "in-house" curriculum, developed by educators, can also be shared between the TAPBI sites. The courses are generally self-paced but must be completed within a certain period of time to qualify for credit.

FUNDING

A student may be concurrently enrolled in a non-TAPBI public school and a TAPBI school. The enrollment calculation for a TAPBI pupil is similar to that of a non-TAPBI student, except that attendance is determined through daily logs or automated tracking systems. Schools use attendance data to determine enrollment. The enrollment is then submitted to the Arizona Department of Education for the purpose of state aid funding.

While a student may concurrently enroll in a school district or charter school and also participate in the TAPBI program, the school district and charter school must share the enrollment proportionally for that student, based on the percentage of total time that the student is in attendance in each school.

In FY 2004-2005, the 14 TAPBI sites reported a combined total of 3,445 average daily membership (ADM) for an estimated state aid

cost of $17.2 million. This represents an increase of 113 percent over the reported FY 2003-2004 enrollment of 1,618 ADM.

TAPBI Reported ADM			
	Charter	District	Total
FY 2005	3,027	418	3,445
FY 2004	1,335	283	1,618

REPORTING

Each school selected by the SBE or the SBCS to participate in TAPBI must submit an annual report to their respective sponsoring entity and to the JLBC. The report must include a description of the school's educational service offerings, the effects of the technological delivery of specific educational services to identified student populations, data that compares the academic performance of students who participate in TAPBI with other TAPBI and non-TAPBI students and other information regarding participant/parent satisfaction and the effectiveness of the program. The SBE and the JLBC collaboratively compile information submitted in the annual reports by schools and report to the Governor and Legislature by November 15 of each year.

ADDITIONAL RESOURCES

- FY 2005 Annual Report, *"Technology Assisted Project-Based Instruction*," prepared jointly by the State Board of Education and Joint Legislative Budget Committee.

- Mesa Distance Learning Program: http://www.mdlp.org/

- Distance Learning Charter Schools: www.asbcs.state.az.us/asbcs/pdf/DistanceLearningSchoolsList%201-14-04.pdf

- TAPBI Statutes: A.R.S. § 15-808